

Research on Volunteer Teaching by Teacher-training Students from Local Minzu Colleges and Universities: Based on Stakeholder Theory

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Abstract: Volunteer teaching by teacher-training students from local Minzu colleges and universities has an important role in enhancing their teaching ability and alleviating the pressure of teacher shortage in the supported schools where they volunteer to teach. This study initially presents the fundamental concepts of Stakeholder Theory and identifies the relevant stakeholders, including local Minzu colleges and universities, teacher-training students, their supervisors and the supported schools. Based on the stakeholder theory, the interests of the main stakeholders in the internship are analyzed. Then, more contradictions in the internship activities of teacher-training students are found, such as lack of motivation of teacher-training students, insufficient attention from the supported schools, the guidance provided by supervisors lacks specificity in terms of teaching, the parents express concerns about teacher-training students safety, and there is the urgent need to establish a long-lasting mechanism of top-ranking teaching. Last, countermeasures are put forward to promote the sustainable development of top-ranking teaching from the perspectives of the stakeholders: the teacher-training students, their supervisors, the colleges and universities where they study, and the supported schools. In this way, all stakeholders can attain maximum interests, enabling volunteer teaching by teacher-training students from local Minzu colleges and universities to yield its utmost effectiveness, thereby contributing to the enduring advancement of basic education in ethnic regions.

Keywords: Volunteer Teaching; Teacher-training Students; Stakeholder Theory; Interest; Conflict

1. Introduction

Education is the key to a hundred-year plan. With the introduction of the Opinions of the Ministry of Education on Vigorously Promoting Teacher Training Internships and Teaching Support Work for Teacher Trainees and the Government's Opinions on Accelerating the Revitalization of Rural Talents, "Volunteer Teaching of Teacher-training students" has become an important form of "Talent revitalization" in the rural revitalization, and have attracted widespread attention from all sectors. It holds significant importance in enhancing the practical abilities of teacher-training students. The quality of education and teaching in ethnic areas is relatively low due to their remote location, less developed economy, and shortage of teachers, etc. In order to improve the quality of education and teaching, from 2019, the education authorities of Sichuan Province have been organizing teacher-training students to serve as volunteer teaching instructors in ethnic regions, including Liangshan Prefecture. which is of great significance and value to the stakeholders, but there are also many problems. The study based on the stakeholder theory conducted an analysis of teacher-training students' volunteer teaching in Sichuan Province, summarized the existing challenges and issues, while also exploring avenues for its sustainable development.

2. The Concept of Stakeholders and Stakeholder Identification

As a concept of western economics, stakeholder is a classic theory in the field of enterprise management. The Stanford Research Institute in the United States first defined the concept of "stakeholders" as "the interest groups that cannot be separated from the survival of the enterprise" in 1963. At present, the most representative definition comes from the American economist Freeman, who defines stakeholders as "those who can influence the realization of the enterprise's goals, or can be affected by the process of the enterprise to achieve the goals of any individuals and groups"[1]. The core content of the stakeholder theory is that the company is a combination of various inputs, is a system composed of different elements of the provider, each kind of stakeholder has made a specialization of the company's special investment, and therefore they enjoy ownership of the company and have the right to participate in the company's governance, the company operations should take into consideration the interests of all stakeholders. According to Freeman, the main elements of stakeholder analysis are reflected in three levels, which are rational level, process level and transaction level. From these three levels, the specific questions to be answered by stakeholder analysis are extended, i.e., "who are the stakeholders", "what are the observable stakes of these stakeholders", "how to manage the relationship with stakeholders ", "what are the transactions or bargains between them", and so on. Stakeholder theory has been widely used in many fields such as corporate governance and project management.

The classification of stakeholders has been summarized by scholars in many kinds of classification methods. Among them, the classification represented by Mitchell is the most typical and widely used. From the three dimensions of Legitimacy (whether a certain group is given the legal sense or specific claim to the enterprise), Power (whether a certain group has the status, ability and corresponding means to influence the decision-making of the enterprise), and Urgency (whether the demands of a certain group are immediately attracting the attention of the top management of the enterprise), Mitchell classified stakeholders into Definitive Stakeholders, Expectant Stakeholders and Latent Stakeholders, it is worth noting that Mitchell's

model on stakeholder classification is dynamic, an individual or group will be with the gain or loss of certain attributes and change stakeholder characteristics and types [2]. According to Mitchell's classification, we can draw the following conclusions by applying it to the practical analysis of Volunteer Teaching of Teacher-training students in Local Minzu Colleges and Universities: people and groups that can influence the effect of Volunteer Teaching are stakeholders, and many stakeholders are involved in the whole process of Volunteer Teaching. Deterministic stakeholders include governmental departments, local Minzu colleges and universities, supported schools and local Education Management Departments, which have Legitimacy, Power and Urgency at the same time. Anticipatory stakeholders, including internship teacher trainees, colleges and universities and their supervisors, which have two attributes: students belonging to the dependent type have legitimacy and urgency, but no power; teachers belonging to the dominant type have legitimacy and power, but no urgency. Potential type of stakeholders, including parents of internship students, parents of students in supported schools and the public [3].

3. Interests of Stakeholders in Volunteer Teaching

Stakeholders in volunteer teaching cooperate in different ways. Through the research on the stakeholders in volunteer teaching to ethnic areas, based on the role positioning of the stakeholders, sorting out the different interests of the stakeholders, combined with the current situation of volunteer teaching in ethnic areas in Sichuan, it is found that various conflicts will inevitably arise in the volunteer teaching while the stakeholders pursue their own interests.

3.1 Interests of Teacher-training Students

Teacher-training students are the direct stakeholders of Volunteer teaching. On the one hand, Teacher-training students hope that the supported school can provide them with a good internship environment, including the working environment and living environment, and realize the mutual transformation of theory and practice through in-depth grass-roots teaching and improve their

professionalism and comprehensive quality. On the other hand, Teacher-training students hope to enrich their practical experience and experience through participating in teaching activities, enhance their competitiveness in employment, and lay a foundation for employment. In addition, the Teacher-training students go into primary and secondary schools and kindergartens in the hope of providing real-life materials with reference value for writing their graduation theses [4].

3.2 Interests of the Supported Schools (Education Management Department)

The supported schools and Education Management Departments, as important stakeholders, provide places for Teacher-training students. The supported schools (Education Management Department) hope that through the cooperation with universities, they can enhance the teaching force, alleviate the pressure of teacher shortage, reduce the work pressure of teachers, improve the quality of education and teaching, and save the cost of running the school [5]; the supported schools and Education Management Department hope that the students of the supported schools will abide by the management regulations of the school, and complete the teaching tasks on time and with quality [6]. Besides, the instructors of the supported schools hope that through the cooperation with the Teacher-training students, the students in the classes can gain more knowledge, understand the advanced teaching concepts, teaching methods and teaching evaluation methods in the common exchange, enhance the effectiveness and relevance of their own teaching, and improve their professional level in the exchange.

3.3 Interests of Colleges and Universities

Colleges and Universities, as the bases of teacher training, are the main force in organizing and leading Volunteer teaching [7]. Colleges and universities hope to provide students with educational internship opportunities through Volunteer teaching, solve the problem of insufficient educational practice bases in local Minzu colleges and universities, save funds for students' practical teaching, and cultivate sense of Chinese ethnic community and comprehensive practical abilities of teacher trainees [8]. Colleges and

universities expect students to complete the educational teaching work arranged by the supported schools with high quality, and gain the recognition of the supported schools and local education departments, to enhance the influence of colleges and universities and gain certain social benefits. Secondly, Volunteer teaching are a task arranged by the Education Management Department, which every school must complete, or it will affect the annual performance grant received by the school, so colleges and universities are actively mobilizing outstanding Teacher-training students to participate in Volunteer teaching every time.

3.4 Interests of their supervisors

The supervisors of the universities where Teacher-training students work play an important role in the growth of the students, guiding the students to learn the theoretical knowledge of education, and at the same time guiding the students to carry out teaching practice [9]. On the one hand, the supervisors hope that the Teacher-training students will grow up in practice and realize the combination of knowledge and theory in the process of teaching; on the other hand, the supervisors hope that they can find out the deficiencies in the teaching of the courses they undertake and the places that need to be improved and optimized through the observation of the Teacher-training students and the corresponding feedback of practical teaching, which can be used as the basis of the improvement of the teaching and the curriculum construction. Some instructors hope to collect information through students to provide rich materials for educational research [10].

4. Stakeholder's Interest Game in Volunteer Teaching

Stakeholder conflicts and contradictions in the top teaching stakeholders due to differences in the role of the stakeholders, there are also differences in the interests of the demand, leading to the emergence of relevant contradictions and conflicts in Volunteer Teaching, mainly reflected in the following aspects:

4.1 Conflict between Teacher-training Students and Universities

The interests of Teacher-training students are to improve their practical teaching skills and fulfill their educational internship tasks through internship teaching. In order to facilitate the management of local ethnic colleges and universities, the selection of Teacher-training students is often arranged in the way of arranging tasks to designate one or several Teacher-training students to go there centrally, and the voluntary choice of students to produce obvious conflicts and contradictions, and in the selected professional students there are students with special difficulties, such as ill-health, adaptability and other factors lead to a lack of initiative on Volunteer Teaching, motivation is not strong, which will inevitably have a bad effect on the effectiveness of the internship teaching. This will inevitably have a bad influence on the effect of Volunteer Teaching.

4.2 Conflicts between Teacher-training Students and the Supported Schools

The interest of Teacher-training students to schools for internship is to improve and exercise, mainly to draw practical nutrition in education and teaching, but through the research on the Volunteer Teaching of Teacher-training students in the past three years (2019-2021), it is found that the ethnic areas in Sichuan, especially in Liangshan Prefecture, are unable to select and assign excellent supervising teachers for the Teacher-training students because of the lack of teachers, and even the Teacher-training students independently take on the teaching and administrative tasks immediately after arriving at the school. Even the Teacher-training students take on teaching and management tasks independently immediately after arriving at the school, and even have to take on six classes a day, leading to a conflict of experience and concepts. In addition, students are preparing for employment and higher education at the same time of internship, the supported schools need intern students to undertake a lot of teaching and management work due to the shortage of teachers, and the schools require intern students to assist in administrative work, which takes up a lot of time and energy of the intern students, and the intern students lack of independent study time, and there is not enough time for them to prepare for the employment and higher

education exams, which leads to resistance or negative feelings of the intern students to the supportive work. This leads to resistance or negative emotions towards the work of paraprofessionals and affects the quality of the work.

4.3 Conflicts between Supervisors and Universities

The interests of in teaching are to understand the current situation of basic education in ethnic areas through teaching, to facilitate the development of educational scientific research, and to create favorable conditions for the promotion of professional titles with the experience of teaching. The interest of the colleges and university for the supervisors is to complete the management of students, such as not to have safety accidents. Due to the geographical remoteness of ethnic areas, students in the ideological, safety and other emergencies for the work of colleges and universities is the most important. In addition, Volunteer Teaching for a semester, that is, about five months, the supervisors due to more teaching tasks, can't continue to guide, sometimes a semester need to change more than one supervisor, changes are more frequent. Colleges and universities do not have perfect policies and systems for the treatment and promotion of supervisors, which will affect the motivation of supervisors.

4.4 Other External Conflicts

Other external contradictions mainly include the parents of the students in the universities and the supported schools and the social groups, which are mainly manifested in the following: the parents of the students will be dissatisfied with the tuition fees charged by the universities during the period of the students' internships; they will also be worried about the security problems that may arise from the students' need to go back and forth to the difficult remote ethnic areas; they will also be worried about the students' employment and the examination of various qualification certificates. Parents of the students in the supported schools are also annoyed by the frequent home visits of the students.

5. Stakeholder Management in Volunteer Teaching

Volunteer Teaching involve stakeholders, they are in the realization of win-win situation at the same time there are some urgent problems in each other's work. In response to the interests of the stakeholders, we have constructed a stakeholder governance model of Volunteer Teaching to promote the sustainable development of Volunteer Teaching and effectively improve the quality of basic education in ethnic areas of Sichuan.

5.1 Teacher-training Students should Firmly Believe in Education

Teacher-training students should adhere to the principle of being responsible for themselves and their students, enhance the internal motivation to treat their work, devote themselves to the educational internship with full enthusiasm, firmly believe in education, understand the great significance of the Volunteer Teaching, humbly ask for advice from internal and external teachers to make up for the lack of experience, and rise to the challenge when encountering problems. At the same time, as a teacher-training student, you should be more proactive in interpersonal interactions, build harmonious interpersonal relationships, uphold a modest attitude, strengthen communication with multiple parties, help each other among fellow students, and negotiate solutions to difficulties and problems encountered, to make the internship work run more smoothly.

5.2 The Supported Schools Need to Improve the Guidance System

The supported schools should formulate rules and regulations for the Teacher-training students, such as "Management Measures for Teacher-training students" and " Guidelines for the Management of Teacher-training students' Supervisors ", etc., which require the students to abide by the rules and regulations of the schools in the aspects of discipline and education and teaching management. Schools should also improve the Supervisors system under the guidance of the higher authorities. The essence of the students in Volunteer Teaching is the educational internship, and the guidance of the Supervisors in the internship is crucial to their growth and development. Schools need to be responsible for the students, help them grow in practice, lead the teaching students to familiarize themselves with the

work, and help the students to quickly adapt to the teaching life and solve the teaching problems. In addition to the supervising teachers in universities, the supervising teachers in the supported schools should also actively guide the teacher trainees, to promote the professional growth of the teacher trainees.

5.3 Colleges and Universities Should Improve the System of Selecting and Sending Teacher-training Students and the Incentive System

Colleges and universities in the selection and assignment of Teacher-training students and Supervisors, should first improve the " Teacher-training students selection and implementation measures", improve the incentive mechanism, encourage college students, especially teacher students to devote themselves to the development of basic education in ethnic areas and rural revitalization strategy, in the face of the teachers and students of the reasonable demands to be safeguarded through the form of the system. Secondly, in the selection of personnel should play the subjectivity of teachers and students, passive arrangements will only make the effect of teaching greatly reduced. In addition, it is also necessary to arrange multi-level policy and cultural lectures for teachers and students in advance, so that teachers and students can understand the local culture and customs in advance, so that they can adapt to the regional environment and culture of the supported school as soon as possible.

5.4 All Parties Should Actively Seek External Support

After determining the Teacher-training students, universities should actively communicate with the students' parents to get their understanding and support; schools should also take the initiative to care about the students' life, and help the students to solve the practical difficulties, and to solve the worries of the parents and the students. Schools should actively support instructors to actively carry out educational scientific research in the process of instructing, reveal the laws of basic education development in ethnic areas, and create conditions for instructors' professional growth and title promotion, etc.; all parties should actively

publicize, and guide local students' parents to change their concepts and pay attention to their children's education. Through the joint efforts of all parties, we will create a favorable ecology for the internship and teaching of teacher trainees in ethnic areas, promote the sustainable development of Volunteer Teaching, and contribute to the high-quality development of basic education in ethnic areas.

6. Conclusion

In Volunteer Teaching, no matter whether they are Definitive Stakeholders, Expectant Stakeholders or Latent Stakeholders, it is necessary to strengthen communication, meet the reasonable demands of stakeholders, actively strive for external support, deal with the relationship between all parties, and actively build a long-term mechanism of internship teaching, to ensure the sustainability of internship teaching and the sustainable development of basic education in ethnic areas, and to help improve the quality of education in ethnic areas and implement the strategy of rural revitalization.

Acknowledgements

This article was funded by the Teaching Reform Research Project of the State Ethnic Affairs Commission of China. The research topic "Construction and Practice Research on Cultivating the Sense of Community for the Chinese National in Teacher Education Programs at Local Minzu Colleges and Universities "(No. ZL21065).

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